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ABSTRACT

This publication contains annotations of two publications useful for planning and implementing vocational training programs for individuals with limited English proficiency (LEP) and five publications for teacher training and professional development in the LEP area. A five-item reference list is included as well as an invitation to submit descriptions of vocational programs for individuals with special needs, for an effort to identify exemplary programs. (CML)

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National Center for Research in Vocational Education

University of California, Berkeley

TASPP BRIEF

Technical Assistance for Special Populations Program

Volume 1 Number 5

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SELECTED RESOURCES ON DEVELOPING VOCATIONAL PROGRAMS FOR INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY

U.S. DEPARTMENT OF EDUCATION
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The health and stability of a pluralistic society is based on the promise of inclusion, not exclusion. As this nation goes about the business of reordering its priorities and adjusting to shifting economic realities in both domestic and international arenas, it cannot be unmindful that maintaining large numbers of Americans as a permanent class of working poor represents a grave danger to natural cohesion and confidence. (The Hispanic Policy Development Project, 1988, p. v.)

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An increasing number of individuals with limited proficiency in English live under poor economic conditions and are at risk of failing to achieve economic independence and integration into mainstream society (Willette, Haub, & Tordella, 1988). Vocational education will play an increasingly important role in matching the skills of LEP individuals with the needs of the labor force. In fact, legislation has targeted LEP individuals for vocational training and related services (Carl D. Perkins Vocational Education Act of 1984). The reauthorization of the Perkins Act in 1990 is expected to retain this focus.

While federal and state investment have helped increase the participation of LEP individuals in vocational education, such funding is not commensurate with the needs and numbers of the LEP population (Lopez-Valadez, 1988). Gaps in the provision of appropriate and comprehensive vocational training and related services are widespread (Fleischman, Willette, Hanberry, & Hopstock, 1988). Recent research has focused on increasing the availability of comprehensive programming. In addition to increased funding for training efforts, technical assistance and staff development have been cited as necessary to improving the availability of quality vocational programming (Cichon, Harns, & Gimbert, 1987; Lopez-Valadez, 1988).

This BRIEF highlights selected resources for professionals seeking to implement quality vocational programs for LEP individuals. Included are recent resources which focus on the planning and implementation of vocational training programs and those which address teacher training and professional development. These resources are among those in the TASPP Computerized Information Base. A resource guide containing an extensive listing of resources concerning LEP students and vocational education programs will be available soon from TASPP.

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Employment Training for Limited English Proficient Individuals: A Manual for Program Development

United States Department of Education. Bilingual Vocational Education Program.

A new manual from the U.S. Department of Education, Bilingual Vocational Education Program describes the planning and implementation of Bilingual Vocational Training (BVT) programs. In discussing the planning of a BVT program, the manual identifies and describes the following "steps":

Determining the Need for BVT: Assessing current and projected local labor market needs and the needs of the local LEP community.

Developing Support and Assessing Resources: Developing support for the program within the sponsoring organization, developing an advisory committee, assessing existing institutional facilities and resources, and identifying resources within the local community.

Staffing the BVT Program: Developing recruiting procedures and defining hiring criteria for: vocational instructors, VESL instructors, counselors, job developers, bilingual aides, outreach/intake staff, and other staff.

Staff Development: Providing orientation and ongoing professional development activities.

Outreach/Recruiting and Initial Screening: Developing written objectives and a time frame for outreach.

Implementation issues discussed in the manual include the following:

Intake and Assessment: Selecting from the pool of eligible and interested applicants, those most in need of BVT and most likely to benefit from the specific job training being offered.

Bilingual Vocational Instruction: Developing a vocational course for LEP students. Conducting an occupational analysis, developing performance objectives, identifying methods for student evaluation, acquiring instructional materials, and identifying learning activities.

Vocational ESL Instruction: Helping individuals acquire technical, safety, and social interaction language necessary to the successful completion of vocational training courses.

Counseling and Support Services: Assisting trainees with training related problems and other concerns throughout the training period.

Job Development and Placement: Preparing LEP trainees for the culture of the American workplace, preparing employers for culturally different employees, and finding jobs for LEP trainees.

Program Evaluation: Measuring the program against major components of the BVT model.

The manual is available from the Bilingual Vocational Education Program, U.S. Department of Education, Switzer 4512, 400 Maryland Avenue, S.W., Washington, DC 20202-7242. (1989) (60 pages, no charge)

Developing Programs for LEP Students in Vocational Education: A Handbook for Administrators and Teachers

Darcy Walsh Hardy

This handbook was developed to assist teachers and administrators with the task of effectively teaching LEP students. It is based on a model program which was developed cooperatively by the Extension Instruction and Materials Center at the University of Texas at Austin, the Corpus Christi Independent School District, and the Texas Education Agency. The thrust of the model program is to keep LEP students in school so they can learn the skills needed to be successful upon graduation. Each chapter describes how the model program was developed and offers suggestions for readers interested in developing a similar program.

The following components related to program development are described:

Commitment: Securing commitment from the school district, administration, guidance counselors, vocational teachers, academic teachers, the community, and parents.

Inservice Workshops: Organizing and evaluating workshops geared to the needs of the participants.

The Vocational Support Room: Setting up and organizing a place where teachers, administrators, and LEP students enrolled in vocational education can come for assistance and information.

Adapting Materials for LEP Students: Translating and rewriting materials so as to decrease rather than encourage limited English proficiency.

Program Funding and Procedures: Funding sources and resources.

Evaluation and Continuation of the Model Program: Using multiple measures and methodologies to evaluate program success.

LEP Resources and Reference Materials: Identifying resources and reference materials for teachers, administrators and students.

The handbook is available from the Extension Instruction and Materials Center, The University of Texas at Austin, Customer Service, P.O. Box 7218, Austin, TX 78713-7218. (512) 471-7716 or (1-800) 252-3461 (in Texas). (1989) (104 pages, $7.50)

Building Competencies to Serve LEP Vocational Students: An Inservice Manual

Capacity Building for States Project, Northwest Educational Cooperative

This manual is an aid for those conducting in-service training related to serving LEP students in vocational education. Although aimed at LEP individuals, much of the manual is considered applicable and readily adaptable for use by special needs staff development and inservice personnel whose target populations include handicapped and disadvantaged individuals. It was developed for Capacity for Building States, a bilingual vocational instructor training project.

The manual is divided into the following four sections:

Planning Inservice Activities: A brief trainer's guide to planning inservice activities including guidelines and a checklist for the workshop trainer as well as sample service agendas and needs assessment, and evaluation forms.

Inservice Presentations: Fourteen workshop presentations covering legislation, LEP student characteristics, assessment, cross-cultural sensitivity, career counseling, the BVT model, instructional techniques, and vocational ESL. Most are at an introductory level, aimed at raising the awareness and knowledge of teachers and administrators to the needs of the LEP and appropriate techniques for serving them in vocational education.

Inservice Resources: An annotated bibliography of additional staff development materials with a cross index of topical areas by author and title.

Resource Agencies: A listing of resource agencies and organizations which offer literature searches, training, technical assistance, and funding information.

The manual will be available from the Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7242. (in press)

Serving Limited English-Proficient (LEP) Students

This series of four performance-based modules focuses on service to LEP vocational students. Each module provides learning experiences that integrate theory and application. Each culminates with a criterion-referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by teachers-in-training who work individually or in groups under the direction and with the assistance of teacher educators or others who act as resource persons. Each module is designed to build competency in a skill area considered important to working with LEP vocational students. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. The final experience in each module requires demonstration of the skill in an actual vocational instructional situation.

Module 1: Recruit Limited English-Proficient Students for Vocational Programs

Joan Friedenberg, Robert Gordon, Curtis Bradley, & Mary Alice Dillman

This module discusses how to better target recruiting efforts for LEP persons. The development of a recruitment plan, appropriate bilingual promotional materials and activities, and how to involve others in the recruitment process are covered. (1988) (66 pages, $9.00)

Module 2: Conduct Intake Assessment for Limited English-Proficient Vocational Students

Joan Friedenberg, Robert Gordon, & Mary Alice Dillman

The intake process and the purpose and importance of assessing LEP students for both English and native language proficiency and vocational interest and aptitude are discussed in this module. The administration and use of appropriate assessment instruments and techniques and the interpretation of assessment results are covered. (1988) (50 pages, $8.00)

Module 3: Adapt Instruction for Limited English-Proficient Vocational Students

Joan Friedenberg, Susan Kulick, Robert Gordon, & Mary Alice Dillman

This module focuses on methods of adapting instructional techniques and materials to serve LEP students effectively. It provides instructors with information on the following: how to obtain educational and background information on students, services in the community that can support their efforts, and how to help students by using the students' native languages. (1988) (54 pages, $8.00)

Module 4: Administer Vocational Programs for Limited English-Proficient Students

Joan Friedenberg, Robert Gordon, & Mary Alice Dillman

The BVT model for services for LEP vocational students is described in this module. Sources of assistance, personnel needs, and evaluation of services to LEP vocational students are covered. (1988) (50 pages, $8.00)

The modules may be purchased individually or as a series of four for $29.70. Contact the American Association for Vocational Instructional Materials, The National Institute for Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602.

References

Cichon, D. J., Harns, C. M., & Gimbert, C. J. (1987). *Promoting local adoption of a BVT model: Final report of the Training and Technical Assistance Project.* Dover, NH: Development Assistance Corporation. (ERIC Document Reproduction Service No. ED 289 055)

Fleischman, H. L., Willette, J., Hanberry, G. C., & Hopstock, P. J. (1988, November). *Case studies of vocational education services and policies for limited English proficient adults.* Arlington, VA: Development Associates, Inc.

The Hispanic Policy Development Project. (1988). *Closing the gap for U.S. Hispanic youth: Public/private strategies.* Washington, DC: Author.

Lopez-Valadez, J. (1988, April). *Vocational Education Act: LEP position paper.* Unpublished manuscript. National Coalition for Vocational Education for Limited English Speakers.

Willette, J., Haub, C., & Tordella, S. (1988, October). *Estimates and projections of the limited English proficient population in need of employment training.* Arlington, VA: Development Associates, Inc.

National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations

TASPP is seeking detailed descriptions of vocational programs for individuals with special needs in an effort to identify exemplary programs. Applications for the National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations will be reviewed by a panel of leaders in the field of vocational education for youth and adults with special needs. Those programs receiving outstanding ratings will be included in an annual publication that will be developed by TASPP and disseminated through the National Center's Material Distribution Service.

Those interested in obtaining an Exemplary Program Application and Guidelines form should contact: Thomas R. Wermuth, University of Illinois, VOTEC Education, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820, (217) 333-0807.

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This is the fifth in a series of TASPP BRIEFs. The first four BRIEFs highlighted research and resources addressing the benefits of vocational education for students at risk of dropping out of school and students with limited proficiency in English as well as the characteristics of exemplary vocational programming. Forthcoming issues will focus on research, resources, and exemplary vocational programming for teen parents. This BRIEF was prepared by Maureen Coyle-Williams, TASPP Resource Specialist.

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